

YEAR 3/4	CYCLE A	BLOCK 3
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	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	<b>HA1: Ancient Greece / CA3: Simulation</b>	
	<ul style="list-style-type: none"> <li>Study Ancient Greece – study Greek life and achievements and their influence on the western world</li> <li>gain historical perspective – cultural, religious and social history               <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of world history. Establishing clear narratives within and across the period.</li> <li>address and devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>understand how our knowledge of the past is constructed from a range of sources.</li> </ul> </li> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>	Investigate when the Ancient Greek civilisation was: lot on a timeline against other known periods → Using an atlas plot where Ancient Greece was and key places/oceans → investigate everyday life → Investigate education (Including Aesop) → research Gods and Myths: compare with modern day religions → learn about key buildings and architecture
phase 2	<b>HA1: Ancient Greece</b>	
	<ul style="list-style-type: none"> <li>Study Ancient Greece – study Greek life and achievements and their influence on the western world</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires;</li> <li>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> <li>gain historical perspective -, economic, military and political history</li> <li>develop a chronologically secure knowledge and understanding of world history. Establishing clear narratives within and across the period.</li> <li>address and devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	Learn about Athens and it’s culture → learn about Sparta and it’s culture → using historical sources learn about warfare during the period - study Alexandra the Great → Learn about Ancient Greek trade → Investigate the Greek empire and democracy → consider the legacy of Ancient Greece
Phase 3	<b>GA3: Place knowledge in a European country</b>	
	<ul style="list-style-type: none"> <li>develop contextual knowledge of the location of globally significant places</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li> <li>describe and understand key aspects of:               <ul style="list-style-type: none"> <li>physical geography, including climate zones, rivers and mountains</li> </ul> </li> <li>human geography, including types of settlement and land use, economic activity including trade links</li> </ul>	Recap where Greece is located on a variety of maps: include context of continent, oceans, using locational knowledge → Investigate key rivers, mountains landmarks →investigate key cities and settlements → research land use such as farming and fishing → research trade links and the tourist trade.
Phase 4	<b>AA1: Pottery / MA1: Mama Mia</b>	
	<ul style="list-style-type: none"> <li>become proficient in sculpture and design techniques</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, clay]</li> <li>know about great artists, architects and designers in history.</li> <li>perform, listen to, review and evaluate music across a range of historical periods</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others</li> <li>play</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	Investigate the use of pottery in Ancient Greece →Visit Hanley museum for a pottery workshop →design, sculpt decorate and pottery in the style of the Ancient Greeks. Complete ‘Mama Mia’ charanga unit
Phase 5	<b>GA4: Coasts</b>	
	<ul style="list-style-type: none"> <li>develop contextual knowledge of the location of globally significant places – both terrestrial and marine</li> <li>human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	Recap how important the coasts were for the Ancient Greeks →Identify the coast of Ancient Greece and the rivers/seas this involves → Investigate the use of a coastline to support energy, food and water → Plot the Greek coastline using compass points and grid references

Phase 6	<b>GA4: Coasts</b>	
	<ul style="list-style-type: none"> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> <li>• name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including, coasts), and land-use patterns</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>Find out what coasts are and how they are formed → learn about the physical features of coasts and the processes of erosion →explore different strategies of coastal Management →identify different types of beaches →use maps and secondary sources to</p> <p>Visit a British beach/port to identify features.</p>